Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2)  Lesson: 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):
CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.
CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.
CD.8.A.07: Utilize career and educational information to explore career paths of interest.
CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)
Completed career interest inventory (See Lesson 1)
Career information resources: Print (e.g., Occupational Outlook Handbook) and electronic
Activity Sheets: Who I Am…, Researching a Career (optional)

Show Me Standards: Performance Goals (check one or more that apply)
X Goal 1: gather, analyze and apply information and ideas
  2. Conduct research to answer questions and evaluate information and ideas.
  6. Discover and evaluate written, visual and oral presentations and works.
Goal 2: communicate effectively within and beyond the classroom
Goal 3: recognize and solve problems
Goal 4: make decisions and act as responsible members of society
  1. Explain reasoning and identify information used to support decisions.
  8. Explore, prepare for and seek educational and job opportunities.
This lesson supports the development of skills in the following academic content areas:

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<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>Reading and writing; compare and contrast; research</td>
</tr>
<tr>
<td>X Mathematics</td>
<td>Data analysis</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>X Science</td>
<td>Scientific inquiry</td>
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<tr>
<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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Enduring Life Skill(s)

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<tr>
<td>Perseverance</td>
<td>Integrity</td>
<td>Problem Solving</td>
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<tr>
<td>X Courage</td>
<td>Compassion</td>
<td>Tolerance</td>
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<td>Respect</td>
<td>Goal Setting</td>
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Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
Students will choose a career of interest to research.

Lesson Preparation

**Essential Questions:**
How do career interest inventories affect career choices?

**Engagement (Hook):** Instructor proclaims, “Tomorrow’s the day!”
Procedures:

**Instructor Procedures/Instructional Strategies:**

1. Say to students: You have to get a job by noon tomorrow!! The magic is … you have the ability to get the job of your dreams … a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson.

2. Return students’ career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results:
   - Do your results reflect you?
   - How do your results fit with the job you identified at the beginning of this lesson?
   - The person who “takes” an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”).

3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again?

4. Provide instructions for the *Who I Am*… activity sheet and have students complete it by marking an X in the boxes that are like them.

**Student Involvement/Instructional Activities:**

1. Students will identify a job.

2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions.

3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories …in light of the job they identified earlier in this lesson.

4. Review the *Who I Am*… activity sheet and ask clarifying questions.

*NOTE: Students may be unfamiliar with the vocabulary on this activity sheet. The*
5. Collect the completed activity sheets. Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation.

6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the *Who I Am…* activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into.

7. Help students explore the career information resources available to them — on the internet, in the counselor’s office, in the school library.

5. Complete Step 1 of “*Who I Am…* activity sheet; give to counselor after completing.

6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the *Who I Am…* activity sheet.

7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet *Researching a Career* to record information they find during the research they conduct.

**Teacher Follow-Up Activities**

Students post careers they investigated on a classroom career path chart.

**Counselor reflection notes (completed after the lesson)**
Activity Sheet: Researching a Career

Name: _________________________________________________________________ Grade: ____________

Career: ______________________________________________________________________________

Career path: __________________________________________________________________________

Average salary/wage: ___________________________ Hours/work days: _______________________

Describe work and working conditions:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

High school courses that will help you prepare for this job:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Education or training needed beyond high school to prepare you for this job:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Adapted from Missouri Guidance The Box, 1998.
Activity Sheet: Who I Am .......

Name: ________________________________________ Grade: ____________________

A career I am considering: _____________________________________________________________

Career path: _________________________________________________________________________

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- High salary (over $50,000)
- Working in a wet place
- Working in a safe place

- Middle income ($20,000 to $50,000)
- Working in some hazardous surroundings
- Working at the same location all day

- Low income (under $20,000)
- Pleasant working conditions
- Working inside

- Staying clean
- Working outside
- Getting dirty

- Working in a factory
- Working in a rural setting
- Working in many areas

- Working in a store
- Working in an office
- Traveling as part of the job

- Working in a noisy place
- Working with other people
- Working in a quiet place

- Working in heat
- Planning your own work
- Working alone

- Working in cold
- Doing work that provides a chance to be creative
- Working in air conditioning

- Working in a dry place
- Doing the same task each day
- Having a high level of responsibility

- Following orders
- Spending lots of time with your family
- Doing different tasks every day

- Working a seasonal job
- Being your own boss
- Having vacation time

- Working for someone else
- Working short hours
- Having flexible hours

- Performing mental, rather than physical, tasks
- Working a regular 40-hour week
- Having respect in the community

- Working with details
- Working with tools
- Performing physical, rather than mental, tasks
Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box, 1998.